
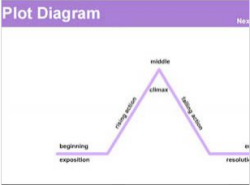
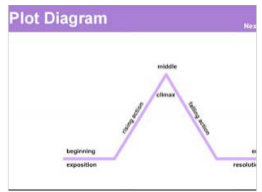



<i>Literacy Weekly Plan-Adventure Stories</i> <i>Week 1 of 3</i>	<i>Year 2011</i>	<i>Term 2</i>	<i>Week beginning 12<sup>th</sup> March 2011</i>
<i>Speaking and Listening Objectives</i>  <b>Strand 3</b> Group discussion and interaction <ul style="list-style-type: none"><li>Use the language of possibility to investigate and reflect on feelings, behaviour or relationships.</li></ul> <b>Strand 4</b> Drama <ul style="list-style-type: none"><li>Use some drama strategies to explore stories or issues.</li></ul>	<i>Reading objectives</i>  <b>Strand 7</b> Understanding and interpreting texts <ul style="list-style-type: none"><li>Infer characters’ feelings in fiction and consequences in logical explanations.</li><li>Explore how different texts appeal to readers using varied sentence structures and descriptive language.</li></ul> <b>Strand 8</b> Engaging with and responding to texts <ul style="list-style-type: none"><li>Share and compare reasons for reading preferences, extending range of books read.</li><li>Empathise with characters and debate moral dilemmas portrayed in texts.</li><li>Identify features that writers use to provoke readers’ reactions.</li></ul>		<i>Writing objectives</i> <b>Strand 9</b> Creating and shaping texts <ul style="list-style-type: none"><li>Make decisions about form and purpose; identify success criteria and use them to evaluate their own writing.</li><li>Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved.</li><li>Select and use a range of technical and descriptive vocabulary.</li></ul> <b>Strand 10</b> Text structure and organisation <ul style="list-style-type: none"><li>Signal sequence, place and time to give coherence.</li><li>Group related material into paragraphs.</li></ul> <b>Strand 11</b> Sentence structure and punctuation <ul style="list-style-type: none"><li>Show relationships of time, reason and cause, through subordination and connectives.</li><li>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.</li><li>Clarify meaning through the use of exclamation marks and speech marks.</li></ul> <b>Strand 12</b> Presentation <ul style="list-style-type: none"><li>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.</li></ul>
<i>Key Vocabulary:</i> Audience, suspense, danger, mystery, tension, excitement			

Day	<u>Whole Class/introduction</u>	<u>Activity/Differentiation</u>	<u>Plenary</u>
One	<p>Explain to children that today we are going to think about what an adventure story is and why they are different from other stories and that this is our project for the next three weeks.</p> <p><b>Visual Maps</b> Visual Intelligence/ Verbal Linguistic/ Interpersonal Brainstorm any adventure stories that they know on whiteboards (talking partners). List on the board.</p> <p>Produce a concept map as a whole class. Visual Intelligence/ Verbal Linguistic/ Interpersonal What do they know about settings? Characters? Themes? (good over evil) problems? (involves a catalyst of some kind) Events? (mystery and/or fantasy elements included) Blooms</p> <p><b>Remembering</b> – list facts about settings selected by the teacher for their story map. Visual map Verbal Linguistic</p> <p><b>Understanding</b> – select an appropriate setting/s picture for an adventure island story Visual/Spatial</p> <p><b>Applying</b> – transfer a setting that they already know to adventure island from another story Verbal Linguistic</p> <p><b>Analysing</b> – compare and contrast settings within/between an adventure story/stories – Venn diagram or comparison grid Logical Mathematical / Verbal Linguistic</p> <p><b>Evaluating</b> – after analysing a range of settings, decide how effective the descriptions are and what changes would you recommend Logical Mathematical / Verbal Linguistic</p> <p><b>Creating</b> – create an original setting for the story and tell how the character could be developed by overcoming the obstacles presented in that setting Verbal Linguistic</p>	<p><b>Support, Core and Extension:</b></p> <p>Children produce work on settings either in partners or small groups – selecting pictures to go on their map and writing descriptions of them Visual Spatial / Verbal Linguistic/ interpersonal</p> <p>Support group – knowledge and understanding levels</p> <p>Core group – understanding and applying levels</p> <p>Extension group – one of understanding or applying - then one of analysing or evaluating</p> <p>Final objective – creating level</p>	<p><i>Afternoon on the Amazon</i> <i>Mary Pope Osborne</i></p> <p><i>Read Prologue, Where's Peanut, Big Bugs and Yikes pages 1-17</i> <i>Note the exciting event to start the story. Discuss fast pace of the story with plenty of build ups – plot the shape of the story.</i> Visual Spatial / Verbal Linguistic</p> <p>Plot Diagram</p>  <p><i>GandT negotiated book – plot the shape of the story.</i> Intrapersonal</p>

<p><b>Two</b></p>	<p><i>Whole Class Introduction</i> <b>Visual Spatial / Verbal Linguistic/ Interpersonal</b></p> <p>Display the story map. Explain to children that we can plan and discuss a story by using a map. Discuss some of the features of the map, deep gorge with a fast flowing river, a ruined temple, underground caves.</p> <p>Ask children to suggest what could happen at these points on the map.</p> <p>Explain that when we create an adventure story we want our reader to be excited. Discuss how we can create this with tension and suspense.</p> <p>Ask children to get into pairs.</p> <p>Give each child 5/6 strips of paper and tell them to jot down things that their audience would like to read about in an adventure story. Provide a few examples such as a motorbike chase on an icy road, being captured by pirates, escaping from a pit of snakes. The strips can be put onto a board, shared and discussed. (<i>Keep this for an ideas board for planning later on</i>)</p> <p><b>Blooms</b></p> <p><b>Remembering</b> - make a timeline of the problems encountered by the main characters in an adventure story that they know <b>Logical Mathematical</b></p> <p><b>Understanding</b> – make a cartoon strip showing the problems encountered by Jack and Annie in the different settings in ‘Afternoon on the Amazon’ <b>Visual Spatial</b></p> <p><b>Applying</b> – make up a puzzle game using the problems in the settings on adventure island <b>Visual Spatial / Body kinaesthetic</b> OR transfer a problem they already know to adventure island from another story <b>Verbal Linguistic</b></p> <p><b>Analysing</b> – identify typical problems from a range of adventure stories and classify them <b>Logical Mathematical</b></p> <p><b>Evaluating</b> – using a range of problems from adventure stories distinguish between what could happen and what couldn’t happen in real life <b>Logical Mathematical</b></p> <p><b>Creating</b> – create a new problem for Jack and Annie in ‘Afternoon on the Amazon’ or create a new problem based on the settings work from day one <b>Verbal Linguistic</b></p>	<p><b>Activity/Differentiation Support, Core and Extension:</b></p> <p>Children produce work on problems within their story on an adventure map either in partners or small groups <b>Verbal Linguistic/ Interpersonal</b></p> <p>Support group – one from remembering or understanding</p> <p>Core group – one from understanding, applying or analysing</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p><b>Plenary</b></p> <p><i>Afternoon on the Amazon</i> <i>Mary Pope Osborne</i></p> <p><i>Read ‘Millions of them!’ and ‘Pretty fish’</i> <i>Pages 18 - 33</i> <i>Note the commonly used theme of ‘looking for something’.</i></p> <p><b>Continue to plot the shape of the story.</b> <b>Visual Spatial / Verbal Linguistic</b></p> <p><b>Plot Diagram</b></p>  <p><b>GandT negotiated book – plot the shape of the story.</b> <b>Intrapersonal</b></p>
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Three	<p><b>Whole Class/introduction</b> Interpersonal/ Verbal Linguistic</p> <p>Display a copy of 'To be a firework maker', (smart nb).  Read through the text together, discussing any difficult vocabulary.  Now discuss the two characters Razvani and Lili. Ask children (in talking partners) to find words and phrases that tell us about the two characters.  Feedback, highlighting the text.  Then in talking partners ask children to read out some of Razvani's speech, putting expression and menace into his voice.  What does Lila want to be? How did she feel? What is she like?</p> <p>Blooms</p> <p><b>Remembering</b> – make a list of any heroes/ heroines/ villains that you know from books or TV. Verbal Linguistic</p> <p><b>Understanding</b> – explain what Jack and Annie (the heroes) did in 'Afternoon on the Amazon' in your own words Verbal Linguistic</p> <p><b>Applying</b> – classify the characters as heroes or villains from a number of adventure stories that you know Logical Mathematical</p> <p><b>Analysing</b> – compare and contrast Rebecca, Grisby, Kovak and Captain K in 'Rebecca's World' – how are they heroic? OR compare and contrast adventure heroes that you know from books or TV - Venn diagram or comparison grid Logical Mathematical</p> <p><b>Evaluating</b> - Would you rather spend a day with Rebecca from 'Rebecca's World', Lila from 'The Firework Maker's Daughter' or Dakin from 'The Farthest Away Mountain'? Why? OR adventure heroes from books or TV that you know Verbal Linguistic/ Logical Mathematical</p> <p><b>Creating</b> – Imagine that you are a hero/ villain – what characteristics/ qualities will you have? What will your role be on adventure island? OR create an original hero and villain for your adventure story Verbal Linguistic</p>	<p><b>Activity/Differentiation Support, Core and Extension:</b></p> <p>Children work on characters  Heroes/ Heroines  Villains  'Seeing Stars': Name/ Quest/ strengths/ weaknesses/ mugshot  Verbal Linguistic</p> <p>Support group – one from remembering or understanding or applying level</p> <p>Core group – applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p><b>Plenary</b></p> <p><i>Afternoon on the Amazon</i>  Mary Pope Osborne</p> <p>Read 'Monkey Trouble', 'Freeze' and 'Vampire Bats'</p> <p>Pages 34 – 51</p> <p>Continue to plot the shape of the story.</p> <p>Visual Spatial / Verbal Linguistic</p>  <p>GandT negotiated book – plot the shape of the story.</p> <p>Intrapersonal</p>
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<p>Four</p>	<p><b>Whole Class/introduction</b> Intrapersonal/ Verbal Linguistic/ Visual Spatial</p> <p>Recap the extract read yesterday. Introduce 'dilemma'. What dilemma does Lila feel? How would Lila feel if she turned back or if she continued forward? Would you behave the same way?</p> <p>Show them the dilemma picture on the smart notebook. Should he open the box? Discuss. What would you do?</p> <p>Show them a 'Choose Your own adventure book' from the library. Almost every page has a dilemma for 'you' the main character. You must pick between two options for the adventure to continue.</p> <p>Return to the map begun on day two. Build in more detail using ideas from the children. E.g someone could hide behind here, I wonder if they find the treasure or danger here, they could cross a rope or ladder, how could someone escape? At each problem/danger present two choices for the main character. What will they decide to do about the dilemma? Why?</p> <p><b>Blooms</b></p> <p><b>Remembering</b> – match the characters' names to a dilemma that they faced from a number of adventure stories that you know Verbal Linguistic</p> <p><b>Understanding</b> – predict what could happen next when the main character is presented with a dilemma Verbal Linguistic</p> <p><b>Applying</b> – think of a situation that occurred to a character in the story and write about how he or she could have handled the situation differently Intrapersonal/ Verbal Linguistic</p> <p><b>Analysing</b> - select an action of a main character in a known story that was exactly the same as something you would have done Intrapersonal</p> <p><b>Evaluating</b> – judge whether or not a character should have acted in a particular way or not, eg Rebecca in Rebecca's world when she went into the study and used the telescope Logical Mathematical/ Verbal Linguistic/ Intrapersonal</p> <p><b>Creating</b> – Create a 'Choose your own adventure': creating different pathways through the story when the character is presented with a dilemma OR create your own dilemmas for adventure island Verbal Linguistic</p>	<p><b>Activity/Differentiation Support, Core and Extension:</b></p> <p>Children work on their map – identifying two choices for the main character at each stage of the story Verbal Linguistic</p> <p>Final objective – creating level</p> <p>Hotseating</p> <p>Now ask the children to become two of their characters from the story. One character questions the other about an event or incident, and the other answers based on their experience. Encourage them both to think about how they would feel in the situation they are describing.</p> <p>Body Kinaesthetic/ Verbal Linguistic/ Interpersonal</p>	<p><b>Plenary</b></p> <p><i>Afternoon on the Amazon</i></p> <p>Mary Pope Osborne</p> <p>Read 'The Thing and 'Halfway there' pages 52-67</p> <p>Discuss how the settings move from familiar, to scary and back to familiar again.</p> <p>Continue to plot the shape of the story.</p> <p>Visual Spatial / Verbal Linguistic</p> <p>Plot Diagram</p>  <p><b>SCAMPER</b></p> <p>GandT negotiated book – plot the shape of the story.</p> <p>Intrapersonal</p>
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	<p>USE THE SCAMPER ACTIVITY IN THE PLENARY TO DISCUSS THE BOOKS THAT THE CHILDREN HAVE BEEN READING</p> <p>SCAMPER Verbal Linguistic/ Logical Mathematical</p> <p><b>Substitute</b></p> <p>What if we substituted a character, object, time or setting?</p> <p><b>Combine</b></p> <p>What if we brought together two or more characters from different stories?</p> <p>What if we travelled through several times or settings?</p> <p><b>Adapt</b></p> <p>What if the character was a different nationality or from a different era?</p> <p><b>Modify, magnify, minify</b></p> <p>What if the character was younger, older, larger, smaller, slower or faster?</p> <p><b>Put to other uses</b></p> <p>What if the characters or objects were put to other uses?</p> <p><b>Eliminate</b></p> <p>What if we removed a character, object or scene?</p> <p><b>Reverse, rearrange</b></p> <p>What if we reversed characters or settings? What if we rearranged the sequence of events? What if we reversed the cause and effects?</p>		
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<i>Guided Reading Day</i>	
<i>Homew ork</i>	